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| **Halifax County Schools Elementary School Lesson Plan** | | | | |
| Subject: MATH | **Teacher:** | **Grade Level: First Grade** | | **Date(s): October 3-7, 2016 (End of six weeks Oct 10th)** |
| **Content :**  Common Core Standards & Essential Standards | **1.NBT.3** Compare two digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols >, =, and <. | | **Can Statements /Learning Targets** (I can……..)   * I can identify the number that is greater or less than using tens and ones. * I can build numbers with place value manipulatives (unifix cubes, pop cubes, mini-ten frames). * I can read and write numbers using expanded form. * I can figure out which number is larger or smaller or equal. * I can use the symbols >, <, and = to compare two digit numbers. * I can compare two digit numbers to determine if a number is equal using tens and ones. | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | What are strategies I can use to compare numbers?  How can I compare numbers? | | **Standard for Mathematical Practice:**  **1. Make sense and preserve in solving problems.**  **2. Reasons abstractly and quantitatively.**  3. Constructs viable arguments and critiques the reasoning of others.  **4. Models with mathematics.**  **5. Use appropriate tools strategically.**  **6. Attend to precision.**  **7. Looks for and makes use of structure.**  8. Looks for and expresses regularity in repeated reasoning. | |
| **Technology Connection:**  <http://www.ixl.com/math/grade-1/counting-up-to-100>  [www.starfall.com](http://www.starfall.com)  <http://www.abcya.com/interactive_100_number_chart.htm> | |

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| **Vocabulary:**  Academic/Content | Compare, less than, equal to, tens, ones, | | | | **Literature Connection:**  More or Less by Stuart Murphy  Arno’s Magic Seeds by Mitsumasa Anno  Math for Smarty Pants by Mariyn Burns  Henry Keeps Score by Daphne Skinner | | |
| **Materials Needed:** | * Secret Code Cards * Base Ten Blocks * Two dice * Cardstock- “*More or Less Cards”* (5 copies) * Brown paper lunch bags * *“Secret Code Recording Sheet”* * Cardstock- *“More or Less Cards”*(5 copies); “*More or Less Number Cards”* * “ More or Less Recording Sheet”, “Drawing More of   Less”   * Two dice * Base ten blocks * Yellow and orange crayons * Cardstock- *“Greater Than”,“Less Than”,Equal” symbols* * Base ten blocks * Paper bags * Secret Code Cards * “*Is it More Than >, Equal =, or Less Than <?” and “Place Value Mat.”* * *“More or Less Buffet” Recording Sheet* | | | |  | | |
| **Center Rotation Activities**  **(Teacher will model routines for center rotations. Full center rotations will begin in the third week of school.)** | **Math with Teacher**  Teacher/TA works with guided math group on skill(s) for the week. | **Math Fluency**  Students will read books about math. Choose from the list above or use books connected to the review skills for the week. | | | **Technology** | | **Writing About Math**  Teacher Choice  Suggestion: Prove It Journal Prompt |
| **Monday**  **Subject Integration:** | **Whole Group** **Alignment Lesson** **Which is More or Less?** **===Note: Save More or Less cards for later use.**  ***Activity: Determine More or Less***   1. Begin by gathering students at the gathering spot. 2. Tell students that they will be determining if which numbers are more or less than another. 3. Distribute base ten pieces to students and tell them to take out their one bits only. 4. Roll two dice and have the students build the two numbers side by side. 5. Students put the card “more” by the number that is more, and the card “less” by the number that is less; using the precut Cardstock “*More and Less Cards”* 6. Have the students turn and talk to a partner. Use the following questions as a guide:  * *Which number is more/less?* * *How do you know?* * *Is there another way to express this relationship?*  1. Have 2-3 students share their thoughts with the class. 2. Invite students to use two different sentences when expressing the relationship of the two numbers:   \_\_\_ is more than \_\_\_\_. And \_\_\_ is less than \_\_\_.  Ex: 5 and 3: 5 is more than 3, and 3 is less than 5.   1. Repeat steps 4-8 letting 2-3 students roll the dice.   ***Activity 2: Secret Code More or Less***   1. Pair students for this activity. 2. Distribute one paper lunch bag, one set of Secret Code Cards to each student, and Blackline Master “*Secret Code Card Recording Sheet*.” 3. Students place the decade numbers and the ones numbers in the brown paper lunch bag. 4. Each student (of the pair) picks one decade number and one ones number from the bag. 5. Each student builds their individual number and the pair decides which number is more and which is less. 6. Using their Cardstock “*More or Less Cards,”* students label the numbers more or less.   Example: 23 and 54.  Less  More   1. Students can self-check using the back of the Secret Code cards. 2. Students record on Blackline Master “*Secret Code Recording Sheet”* the numbers that are more and less. \*\***Answers will depend on the numbers picked. Check for correctness.\*\*** | | | **Independent Work** | | **Assessment (formative/summative)**  **Observation: Observe students as they work with the number lines in Part One.** | |
| **Tuesday**  **Subject Integration:** | **Whole Group** **Alignment Lesson** **Fish for More or Less** **Teacher Note:** Precut More or Less Cards and More or Less Number Cards  ***Activity 1: Review More or Less***   1. Gather students at the gathering area. Tell them we will continue learning about more and less by working on a variety of activities today. 2. Distribute precut Cardstock “*More or Less Cards”* and base ten blocks to each student. 3. Teacher makes two piles of precut Cardstock “*More or Less Number Card”* one pile of decade numbers and one pile of ones numbers. 4. Teacher picks two numbers from each pile and tells student to model each number. (Ex. 24, 31) 5. Students label the base ten blocks with the words “more” and “less” from pre-cut Cardstock “*More or Less Cards.”* See below for example. 6. Have students turn and talk to a partner using the following prompts as a guide:  * *How did you know which was more and/or less?* * *Can you tell me in a complete sentence, which is more and/or less?*  1. Repeat steps 3-6 having 2-3 students pick the numbers.   Example: 24 and 31  Less | | | **Independent Work** | | **Assessment (formative/summative)**  **Observation: Observe students as they work with the number lines in Review of Number Lines.** | |
| **Wednesday**  **Subject Integration:** | **Whole Group** **Alignment Lesson** **Using Place Value to Compare Two-digit Numbers** ***Teacher Note:*** *Stay away from “alligator mouth” or “pacman” references. We want children to understand the symbol as a mathematics symbol stating either “more than” or “less than” rather than a “picture”.*  ***Activity 1: Greater Than, Less Than or Equal To***   1. Place one set of student sized Secret Code Cards into a paper bag. Make one bag per student. Set one bag aside for Step 8, and the rest for Activity 2. 2. Begin by telling students that they will continue learning about greater than, less than and equal to. 3. Write on the board: 21 is \_\_\_\_than 18 and 18 is \_\_\_ than 21**.** 4. Have students model each number with their base ten blocks; then turn and talk to a partner to determine which is more and which is less and why. 5. Have 2-3 students share their thinking. 6. **Teacher says,** *“Another way to write this is to use a symbol instead of a word. This is the symbol you use for more than > it’s called Greater Than. So 21 > 18. Let’s read this together….. 21 is greater than 18”* (point to each number and symbol as you read). 7. Display the Cardstock “*Greater Than,” “Less Than,” and “Equal To”* cards in front of students. 8. Have a one student come and choose a tens number and a ones number from the paper bag. Repeat with a different student. (Ex: 48 and 56) \*Leave students in the order that they were chosen.\* 9. Have students model these numbers with their base ten pieces. 10. Students turn and talk to a partner to determine which symbol should be between them. (Greater Than, Less Than.) 11. Have 2-3 students share their thinking using the following statements as a guide**:**     * *I think it is \_\_\_ because\_\_\_\_.*     * *I agree/disagree because \_\_\_\_.* 12. Have a third student stand between the two students with the Secret Code Cards with the Less than symbol.   48  56  <   1. Repeat Steps 8-12 using different students 3-4 more times.   ***Activity 2: Is It More Than >, Equal =, or Less Than <?***   1. Distribute pre-made bags of Secret Code Cards and “*Is it More Than >, Equal =, or Less Than <?” and “Place Value Mat.”* 2. Divide students into partners. 3. Each student chooses a tens number and a ones number from the paper bag and then models the number on their “*Place Value Mat.”* 4. Each partner states: I have the number \_\_\_ , it is made of \_\_\_ tens and \_\_\_ ones. 5. Students agree/disagree with the statement and representation made by their partner. 6. Partners decide which number is more and which is less. They use a statement like, “34 is less than 48 because there are less towers of ten sticks **or** 34 only has 3 towers of ten sticks and 48 and 4 towers of ten sticks.” 7. Partners the record their findings on “*Is it More Than >, Equal =, or Less Than <?”*   ***Differentiation:***   1. For students who are struggling with counting or higher numbers, have them work with numbers to 20. | | | **Independent Work** | | **Assessment (formative/summative)**  ***Assessment and Questioning:*** *You may choose to sit at one station as children rotate through or walk around and meet with children as they are in different stations. It may help to have a checklist and/or anecdotal recording sheet to make sure you meet with every child and document what you see.*  As you meet with children, ask them to tell you about the number they are working with. If the number is 23, ask, “What does the 2 mean? Show me with your objects. What does the 3 mean? Show with your objects. Who has the most objects? How do you know? Who has the larger number? How do you know? Who has the smaller number? How do you know? | |
| **Thursday**  **Subject Integration:** | **Whole Group**  54 Alignment LessonCornucopia of More or Less **Teacher Note:** Please refrain from giving students “tricks” (ie. the alligator mouth) throughout the next set of lesson.  ***Activity 1: Review More and Less***   1. Pre-cut the Cardstock “*Greater Than Symbols,” “Less Than Symbols.”* 2. Distribute pre-cut “*More or Less Cards”* previously used. 3. Begin lesson by telling students that they will continue learning about more or less by using the greater than, less than or equal to signs today. 4. Display “*Cornucopia of More or Less,”* one problem at a time. 5. Ask students to hold up the card of the number that is more/less for each problem. 6. Have students tell a partner how they know a number is more or less.   ***Activity 2: Compare Numbers with Symbols***   1. Distribute Secret Code Cards to students. 2. Have a student model building the following numbers with the Secret Code Cards: 54 and 75 3. Students use their pre-cut “*More or Less Cards”* previously used to label the numbers “more” or “less”. 4. Ask students to complete the following sentence: 54 is \_\_\_ than 75. (Less than) 5. Show students how to put the less than symbol between the numbers. (See example below) 6. Have students turn and tell a partner the sentence: 54 is less than 75. 7. Repeat steps 2-6 for the following pairs of numbers: (12, 21); (43, 27); (89, 92); (72; 49). 8. Students can self check using the tens and ones on the back of the Secret Code Cards. 9. Distribute “*Feast of More or Less”* for students to complete with a partner. | | | **Independent Work**  54  54 | | **Assessment (formative/summative)** | |
| **Friday**  **Subject Integration:** | **Whole Group**  Teacher will create assessment for skills taught during the week. | | | **Independent Work** | | **Assessment(formative/summative)**  **1.NBT.3**  Teacher will pull assessment materials from:  <http://commoncoretasks.ncdpi.wikispaces.net/home> | |
| **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |